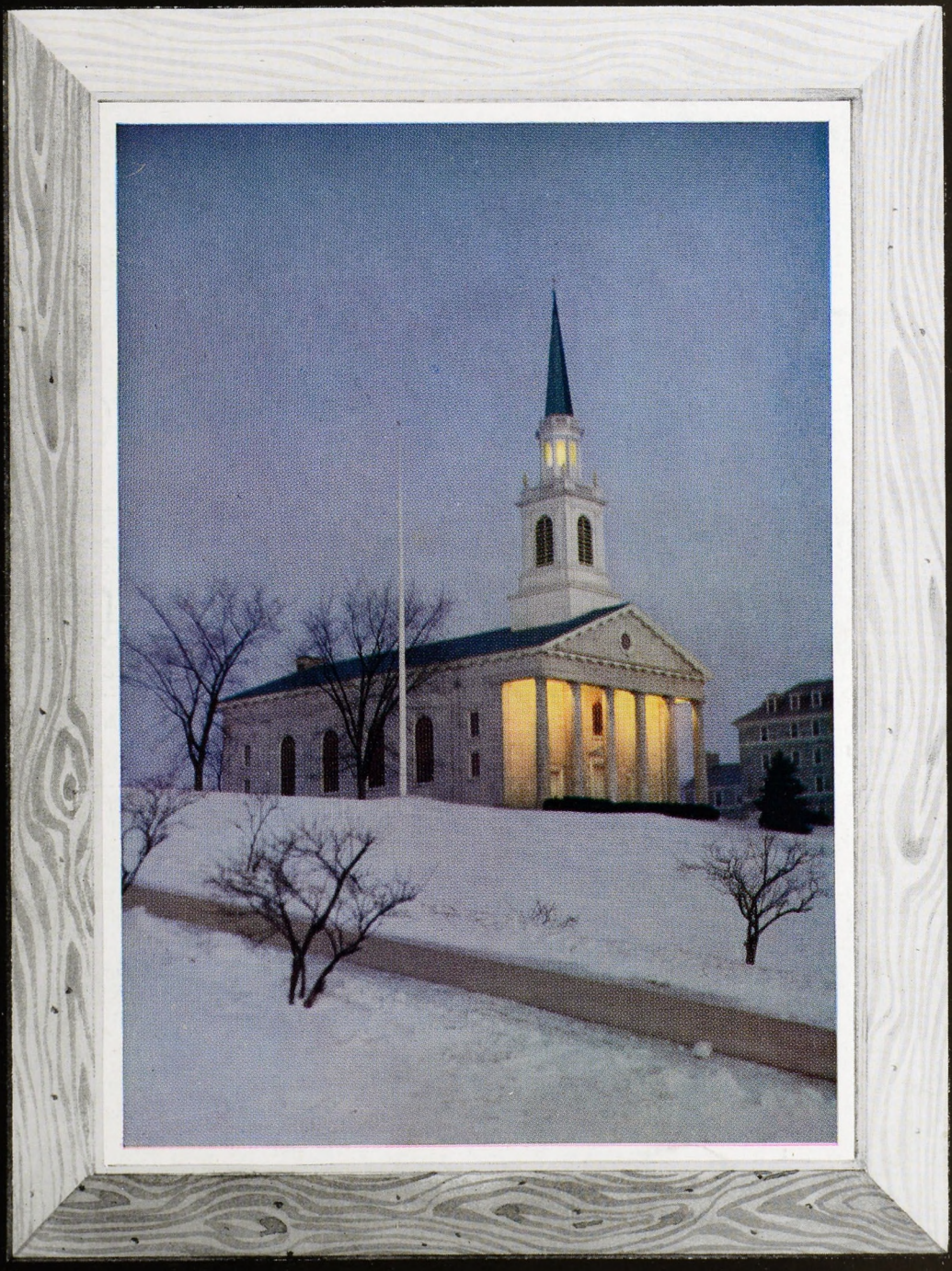
MIDDLEBURY COLLEGE

Your Family and Middlebury



Winter
1963

With the completion of the Neil Starr Lodge at the Middlebury College Snow Bowl, the College now has the best collegiate skiing area in the nation. Above is a view of the Lodge from the 50-meter jumping hill. Below a view of the Lodge and its close proximity to the start of the 3,185 foot Pomalift. From the interior of the Lodge the Pomalift operation (left) may be seen as well as the jump and other slopes. The Lodge houses a library with language listening booths, lounge area, snack bar, and other needed space. It also has an outdoor terrace and balcony.

The Parents' Committee is engaged in a special project to honor President Stratton on his retirement, later this year, with the establishment of endowment funds-in his name-in support of visiting lecturers. As The YOUR FAMILY AND MIDDLEBURY was going to press, the Samuel S. Stratton Fund totaled $10,349.50. So far this year, total giving to the Parents' Fund now amounts to $17,493.88, including contributions to the Fund honoring President Stratton.

Two Middlebury College soccer players, Keith and Dave Van Winkle, have been named to the All-America soccer team. Keith was named to the first team All-America Squad, the first soccer player in the history of the College to be so honored. Dave received honorable mention.

A $5,000 equipment grant of forty modern microscopes to the Biology Department has been received from the National Science Foundation.

While in New York City with President Stratton on January 18th, Mrs. Stratton suffered a mild heart attack. She is progressing very well in her recovery.

Gifts and grants to the College as of the first six months of the current academic year, totaled $361,818.83 in comparison with $343,935.91 for the same period last year. Included in this year's total are starting gifts for the Edwin S. S. Sunderland Language Center of $34,507.56. And an addition to the College's endowment of $103,666.38.

Construction of the Cecil Child Allen Hall, the College's new language dormitory, is progressing very well this winter with twenty-five percent of the work completed in early February.

The Department of Fine Arts is organizing a group to be known as the Patrons of Art at Middlebury College. The purpose of this group is to create and maintain a growing art center designed to stimulate cultural interest and to present works of art more effectively to the College and the local community.

Dr. Pardon Tillinghast, Associate Professor of History, will be on sabbatical leave next year. He will do research work in Cambridge, England, on Nicholas Cusa, a 15th century Cardinal, Philosopher, mathematician, and diplomat.

The College recently received an unrestricted grant of $2,000 from Sears Roebuck & Company under the company's new program of aid to privately supported colleges and universities.

A William H. Edmunds, '17, Memorial Fund has been established in the endowment of the College by gifts from the Chittenden Trust Co. and the Vermont Transit Co. Mr. Edmunds was for many years a member of the Board of Trustees of the College.

Students voted against the establishment of the Honor Code at Middlebury in a campus-wide balloting sponsored by the Student Association.

Your Family and Middlebury

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MEMBERS OF THE DEPARTMENT OF PSYCHOLOGY*

ARE INTERVIEWED BY
YOUR FAMILY AND MIDDLEBURY . . .

PSYCHOLOGY AT MIDDLEBURY

Although psychology—at first taught under the auspices of the Philosophy Department—has had a long history at Middlebury, the beginning of the modern period of psychology at the College was during the second quarter of the present century. Under Professors Charles Adams and Frank Howard psychology was divorced from philosophy, and in 1926 a Department of Education and Psychology was established. During the later years of Professor Howard's chairmanship, in the late 1940's, there were courses introduced in experimental psychology, in theory of psychology, and in other "uniquely" psychological areas.

The trends that were nascent during the late 1940's developed further under the chairmanship of Dr. John Valentine, from 1952–56. Then, in 1958, by Faculty vote and with the concurrence of the Department, the Department of Psychology was established, and the teacher training function was located elsewhere. However, teacher trainees continue to take Psychology courses as an integral part of their training.

Thus in 1958 Psychology at Middlebury took on much of the cast that it has today: as a discipline in its own right which is glad to recognize its roots in the humanities and the other sciences, but which is able to make its own way and its own contribution to the community of knowledge.

Q. What is the underlying objective of the work in Psychology at Middlebury College?

A. Generally our objective is to give our students a picture of psychology as the scientific study of human behavior. We assume that the facts of man's physiological functioning, of his experience with his world, and of his relations with his fellow men, influence his behavior.

Q. How is this purpose carried out in practice?

A. The ways obviously differ from course to course. At the introductory level we try to give our students a general conception of the work of the psychologist, of the problems he faces, and of his ways of solving his problems. In our advanced courses we tend to concentrate on one or another of the basic determinants of human behavior and to trace more minutely its effects on man's total behavior.

Q. Would you say then that your introductory course is primarily a course in the methodology of psychology?

A. No, decidedly not. We heavily emphasize empirical data and the conclusions drawn from them. However, we do firmly believe that no datum is meaningful apart from the context of the experiment that generated it. Thus, in talking about the conclusions drawn concerning human behavior, we must also talk about the experiments that laid the basis for the conclusions, and about the concerns that generated the experiments.

Q. How does this approach benefit students who may take no advanced work in Psychology?

A. We know that many of the students who take Introductory Psychology will not major in psychology. However, we feel deeply that their exposure to the subject must be fully as rigorous as the exposure of those students who will ultimately become psychologists. The underlying propositions of a subject matter are fully as important to the student whose interest in the subject matter is peripheral as they are to the student who will ultimately work directly in the field. For any student's liberal education the value of work in psychology is that it provides him with an empirical approach in his understanding of human behavior and also with direct contact with the data, ideas, and concepts on which objective study of human behavior is based.

Q. Is your introductory course also planned as an introduction to more advanced work in psychology if the student chooses to go on?

A. Yes, of course. As a result of his work in Introduc-

*Dr. Ewell, Dr. Prouty, and Mr. Swift

tory Psychology the student will be able to approach advanced psychology courses with a higher level of critical understanding. If the student chooses to major in psychology we feel that his early experience of psychology's areas of ignorance, as well as of its knowledge, is perhaps the best inducement for him to start acting like a scientist, for him to start concerning himself with the kinds of ideas that generate honors problems, Ph.D. theses, and productive careers in research and teaching.

Q. Would you tell us a little about the Honors Program in Psychology?

A. Certainly. The Department's Honors Program conforms to the requirements and standards set up by the College. However, in Psychology we lay heavy emphasis on having our qualified students participate in the Program. Last year, for example, Psychology students made up one-fourth of all Honors students. This year, 50 per cent of the senior Psychology majors are doing Honors work. Their problems follow their own interests, and are nearly always experimental in nature, although we have sponsored several important theoretical investigations. We have found that our Honors students agree that Honors work has been their single most important undergraduate academic experience. Through this work they learn much, not only about psychology, but about themselves as scientists. Both of these are important to the student who is contemplating devoting his life to scholarship.

Q. For your students who are not qualified for the Honors Program is there an opportunity to conduct independent research?

A. Yes. In Independent Study every student, whether he is an Honors candidate or not, defines for himself a topic or small number of topics which he wants to explore extensively during his senior year. Even for the student who is not an Honors candidate, work in Independent Study may involve some experimental research. Needless to say, this independent research is completely in addition to the student's formal preparation of himself for the Comprehensive Examinations.

Q. Do the students have the opportunity to share the results of their research with each other?

A. Yes. Throughout the year we hold a number of colloquia which are attended by full Department staff, all the senior Psychology majors, and staff members from other departments, who have a standing invitation. In these colloquia the seniors present reports of their research. The reports are discussed freely by students and staff, and often suggestions are made about directions for further progress. We feel that this is an important part of the senior program, for it gives the students the opportunity to defend their ideas before the staff and their peers, and thus vastly to broaden their horizons.

Q. What facilities have you for supporting all this student research?

A. Up until this year our physical facilities were scattered all over campus, with an attic here, a basement there, and with quite unsatisfactory shop facilities for building much of our experimental equipment. However, with our move to Recitation Hall this year we have been able to coordinate all our research facilities and we are functioning much more smoothly. In Recitation Hall, in addition to our offices, we have a class room, an undergraduate laboratory, research space, an animal room, and even a small workshop which we are managing slowly to stock with necessary tools. Our new facilities in Recitation Hall offer a working arrangement that is much more efficient than any we have ever had before, and that should be adequate for our needs for the immediate future.

Q. You mentioned Ph.D. theses before. Do many of your majors go on to graduate school?

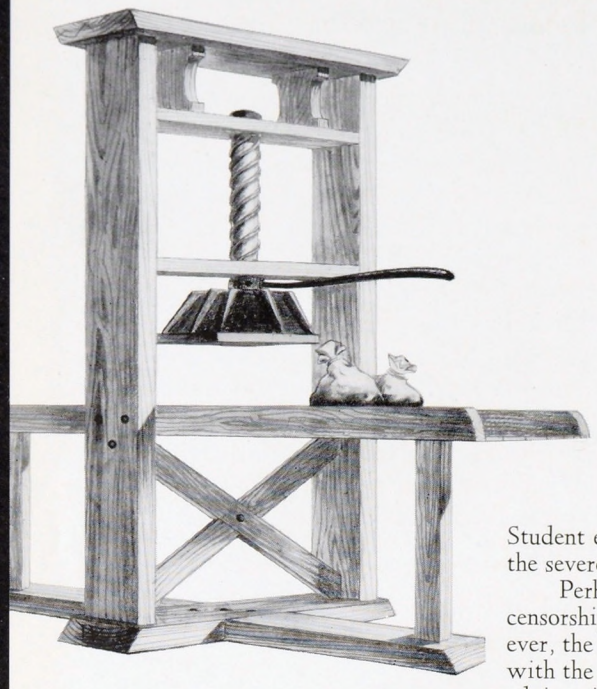
A. Over the past decade the number of students going on to graduate work from Psychology has grown markedly. Recently the percentage of our students going on to graduate work in psychology alone—and this figure excludes those who have gone on to work in medicine, law, business administration, or other fields—has run between 30 and 50 per cent. We are pleased also to say that these students have been admitted with important fellowships to outstanding graduate schools in both the United States and Canada.

Q. How do you prepare your students for graduate work?

A. Many of the students who major in Psychology are highly capable individuals with definite academic interests, and thus they are very likely to go on to graduate work. However, we prepare them in the same way that we teach any psychology major, whether he plans to go on or not. The philosophy that applies to our introductory course applies throughout our major program, although we do indeed try to tailor a student's program to fit his own needs.

Q. What in general, are the important fields of study for a psychology major?

A. We strongly advise our majors to take as much work in mathematics and the natural sciences as possible. Since psychology is an empirical discipline, we concern ourselves with problems of experimental design in all of our departmental courses, regardless of their specific content. In some of our courses, in addition, we offer the necessary laboratory work where principles can be tested and theory born. All these are necessary for the psychology major, and they coincidentally foster both the interest in independent (*Continued on page 9*)



Why should the College Press be Free?

By John M. Harrison

Student editors throughout the United States work under a variety of limitations ranging from the severest types of censorship to virtually no restrictions at all.

Perhaps it is significant to note that at Middlebury *The Campus* exists under practically no censorship. Our faculty advisor must read the Editorial every week prior to publication. However, the Editor is entitled to his opinion and his right to print it although it may be at variance with the advisor's opinion. Only in a case where an editorial clearly places both the Editor and advisor in an untenable position would influence be exerted to prevent publication. In my memory of *The Campus* this state of affairs has never come about.

As the reader will see, then, the type of freedom Professor Harrison advocates below is already a reality at Middlebury.

We feel that working for *The Campus* increases one's awareness of an important responsibility: objective reporting of news and informed criticism through editorials.

By allowing the student newspaper the freedom it now enjoys, the College fosters an important part of the educational process.—Francis B. Shepard, '63, Editor-in-Chief of *The Campus*

A lot of hogwash has been written about the college press—its place in the educational scheme of things, how much freedom its editors should enjoy, the reasons why it should be free at all.

To invoke the provisions of the First Amendment on behalf of college editors is to miss the point. A newspaper operates on campus at the behest of administrative officials, just as do social clubs and political groups. Its rights and privileges are defined and limited by presidents, boards of regents, trustees and overseers—whoever makes and administers educational policy.

This is true whether the newspaper is in some degree an adjunct of the university, or operates outside the official family. The most outspoken and untrammeled campus newspapers today have little or no official status. The Harvard *Crimson* and the Michigan *Daily* are prime examples. Tradition confers on them an independence that is relatively rare.

Yet nothing prevents President Pusey from closing up the *Crimson* shop tomorrow. He could do it by any of several acts within his rights as Harvard's president. An unholy howl might go up from many quarters. But no constitutional provision could help the boys in Plympton Street one bit should he decide to take such action.

That he does not do so is rather a mark of President Pusey's intelligence and of his appreciation of the purposes student-edited and written newspapers serve in a complex university than of his acknowledgment that *Crimson* editors possess any constitutional right to say whatever comes to mind. College newspapers like the *Crimson*, like the Michigan *Daily*, the Cornell *Daily Sun*, and the Penn State *Collegian* exist precisely because the tradition of an independent student daily exists on these campuses. They are sustained by administrative respect for these traditions and the educational values they represent.

The reasons why the college press should be free have nothing to do with students' *rights*. They are at the very heart of the educational process in a free society. These will suggest themselves immediately to the educator who is genuinely concerned that today's college student develop a free and wide-ranging faculty for criticism. It is this faculty which is the mainspring of a free society. Its withering away has been widely deplored by critics of today's educational system and the graduates it produces.

Outlets for the expression of opinion by students are always needed. The need is especially great today when mounting enrollments tend to isolate the student,

to make him feel he is more a cog in a machine than part of a continuing educational process. Student newspapers provide forums in which all kinds of problems are discussed, and not just by the relative few who serve as editors.

But such a forum functions properly only in an atmosphere where the free expression of ideas—including ideas that are critical of the status quo, unpopular ideas—is encouraged. Of course it requires forbearance to grant freedom of expression to students hardly dry behind the ears, who may use this privilege to question the motives and abilities of distinguished scholars and educators. Of course it may demand patience beyond the ordinary to concede that the student critic—however wrong-headed he may be—should be permitted to express his opinions.

But aren't patience and forbearance in the face of student error and abuse essential qualities of educators? Surely they are if the teacher or administrator accepts as one of the basic tenets of a liberal education that the developing mind must be encouraged to test and stretch itself, to put its convictions and its critical judgments into words—even when they may be wrong.

UNFORTUNATELY, other considerations come ahead of education in the minds of some college administrators today. They have come to regard students almost as a nuisance, who get in the way of the perfectly functioning administrative machine. They are not so much concerned that students shall have an opportunity to whet their critical faculties as that students shall not rock the boat at all.

One can almost sympathize with the plaintive declaration of one such administrator, sorely tried by what an outspoken student editor had written:

Habitually I am called upon to explain why the University's attitude is thus-and-so, when, as a matter of fact, it is the (student newspaper's) attitude and not the University's which I am called upon to explain. I see no reason why I or anyone should be put to the trouble which this involves. Indeed I see no reason why educational funds . . . should be expended to subsidize a project which adds to our difficulties and troubles.

Poor fellow! His is indeed a thankless job. He must watch out for his university's relations with a board of regents, a legislature, an alumni association, and a whole state's population—none of which is likely to set much store by the ideas "those crazy college kids" are prone to propound. But in his concern with all these, he has lost sight of his first responsibility, which is the education of the young. And the young are a troublesome, feisty lot. They will explore the frontiers of knowledge, and sometimes venture far beyond, instead of being content to be indoctrinated with the safe and tried. They will express new and revolutionary notions. They will be critical and altogether disrespectful of their older and so much wiser mentors.

THE genuinely wise educator knows this, of course. Not only does he expect that young people will be critical; he encourages them to speak their minds. He recognizes that this is an essential aspect of the educational process. That is why he leaves them free to give tongue to heresy, and why he recognizes that a free and yeasty student newspaper is important.

One hopes that students who undertake to edit and publish a newspaper will assume a measure of responsibility commensurate with the freedom granted them. And, with an occasional exception, college editors want nothing so much as to be regarded as reliable and responsible.

Freedom provides a stimulus to responsibility. For once a student knows he will get either credit or blame for the job he does as editor, he begins to be concerned about his own reputation. He seeks advice before he acts, where otherwise he would wait for a higher authority to correct his errors. He begins to learn the essential lesson that freedom never really is earned until the individual proves that he can exercise it responsibly.

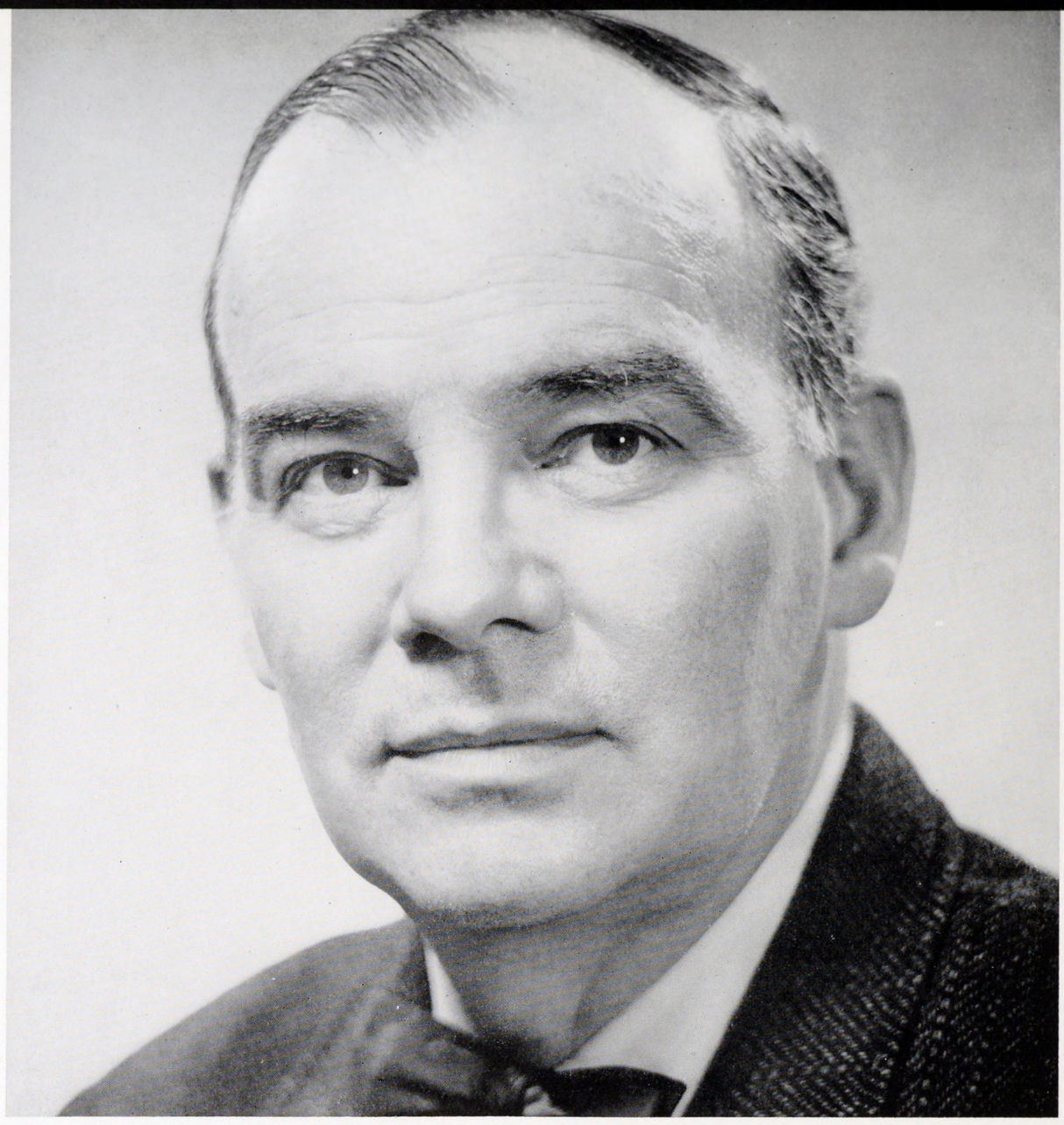
In this way, the college press stimulates not just the critical faculty in the student, but also helps develop that more sophisticated faculty—the responsible exercise of freedom—which can be cultivated in no other way. The notion that responsibility can be injected intravenously and that, enough of it having been administered, freedom can subsequently be substituted in the syringe, is itself irresponsible and destructive. It is a favorite refuge of authoritarians.

THUS, the case for freedom of the college press, which is strong and persuasive, too often is put in its weakest terms. It has nothing to do with the protections the Constitution affords the press. What is at stake is protecting these very constitutional freedoms, which are based on a society whose members are free to examine and criticize all institutions. These freedoms will survive only so long as we make it a stated policy of our educational system to stimulate the critical faculty, not suppress it because it sometimes may cause embarrassment.

This is what our college newspapers can do, have done, and should be encouraged to continue doing.

EDITOR'S NOTE: Francis B. Shepard, '63, Editor-in-Chief of *The Campus*, introduces Professor Harrison's article "Why Should the College Press Be Free?" from the student editor's point of view.

As a journalism teacher at Pennsylvania State University and earlier at the University of Iowa, Dr. Harrison, a Harvard Nieman Fellow, has had close association with college papers and their editors. This article is reprinted from the *Nieman Reports* with the permission of the Nieman Foundation.



Middlebury's Long-Time Faculty

ALAN CARTER

ALAN CARTER joined the Middlebury College faculty in 1939 as an instructor of music and has spent the intervening twenty-three years enriching the lives of the many generations of Alumni-ae who have had the pleasure of taking his music courses.

In 1955, he was appointed a full professor, department chairman, and awarded an honorary degree—Honorary Doctorate of Music—by the University of Vermont.

Born in 1904, in Greenwich, Conn., he received his education in the United States, France and Germany. Before coming to Middlebury, Professor Carter taught violin and viola in New York and played in the Cremona String Quartet from 1930 to 1936.

In 1934, Professor Carter founded the Vermont State Symphony Orchestra and has been its musical director during the past twenty-eight years. He inaugurated educational television in Vermont in 1956 with a series on music for elementary schools in cooperation with the Vermont Department of Education, and the Vermont Symphony Orchestra Association. Today, more than twelve thousand children (*Please turn to page* 9)

Faculty Notes

By Professor John G. Bowker, Dean of the Faculty

At the Annual Meeting of the American Society of Mammalogists held at our Bread Loaf Campus, **Dr. Harold Hitchcock,** Chairman of the Department of Biology, was elected a Director of the Society.

Dr. David J. Littlefield (English) recently judged the National Council of Teachers of English Achievement Awards. The purpose of the program is to grant recognition to the nation's outstanding high school seniors for excellence in English.

Mr. Edward A. Martin (English) published *The Ordeal of H. L. Mencken* in the summer issue, 1962, of the South Atlantic Quarterly.

A recent Journal of the American Chemical Society contains a report, *Proximity Effects. XXIII. Synthesis of the Seven Bicyclo* [4.2.0] *octanols* by **Dr. Robert W. Gleason** (Chemistry) collaborating with Dr. Arthur C. Cope. The research for this paper was done at the Massachusetts Institute of Technology when Dr. Gleason was a graduate student.

Dr. Vincent H. Malmstrom (Geography) has been elected Representative to the United States National Committee for the International Geographical Union. This committee held its first meeting during November at the National Academy of Sciences in Washington, D.C. to begin planning the program for the International Geographical Congress to be held in London in 1964.

Dr. Paul Cubeta (English) served as Assistant Chief Reader for the Graduate Law Examination and as a table leader for the English Achievement Test for the Educational Testing Service at Princeton during November and December.

Dr. Donald H. Ballou (Mathematics) is now serving as liaison officer between Middlebury and M.I.T. in the use of the new 7090 computer at Cambridge. The Mathematics Department is planning to offer course work basic to computer operation as soon as staff arrangements can be made. Members of the Economics Department faculty, **Dr. David Smith** and **Dr. John Craven,** have taken training courses in the use of the computer in economics and are applying modern design to the work in several courses so that the analysis of data can be turned over to a computer.

Dr. Smith is teaching one section of the basic economics this year by means of the TV course provided by the Learning Resources Institute. Fifteen students gather with Professor Smith in the TV Room in Proctor Hall at 7:30 each morning. On Saturday mornings a seminar is held to coordinate the lectures given during the week. First reports are favorable. Mid-year examinations will reveal a correlation index by means of which TV instruction versus regular classroom procedures can be compared.

Mr. John S. Roberts, Jr., Middlebury A.B. (1950), M.A. (1953), has assumed the teaching responsibilities of Mrs. Neuse following her sudden and tragic death in late October as reported in the last News Letter. Graduates in the early 50's will remember John for his Mountain and Language Club activities.

Dr. Orland B. Reynolds (Biology) has begun a three-year research into the various aspects of liver function, under a grant which will aggregate more than $15,000 from the Public Health Service of the U. S. Department of Health, Education and Welfare.

In his assignment, Dr. Reynolds will continue a project begun through earlier grants from the Massachusetts Heart Association and the Eli Lilly & Co., while working for his doctorate in the Biochemistry Dept. of the Boston University Medical School.

He will study the biochemical mechanism by which a wide variety of organic acids, including the bile acids, are excreted by the liver.

Using enzymes prepared from animal livers, he has studied the competitive effects of some of these acids for enzyme action—these effects closely resembling the way these compounds compete with each other for excretion in the living animal.

By his preceding work, certain sequences of chemical reactions, mediated by specific enzymes of liver, have been indicated to be necessary to the excretion of these substances. Dr. Reynolds now wants, by independent means, to obtain more evidence for these excretion mechanisms.

Any direct, practical application that the work would have is difficult to predict, according to Dr. Reynolds. However, some of the substances are the most important components of bile, he explained, and a better understanding of how thay are excreted likely would aid in working out details of other excretory systems; in particular, a system for excretion of closely related substances by the kidney tubules.

The grant for his research will be used chiefly for equipment and materials, including a refrigerated, high-speed centrifuge and a recording spectrophometer. He will devote his summers, as well as many hours during the academic year to the problem.

Dr. Reynolds is married to the former Dr. Moira Davison, also a biochemist, who was assistant professor in the department of Biochemistry at the B. U. Medical School for several years.

PSYCHOLOGY AT MIDDLEBURY

(Continued from page 5)

research and the enthusiasm for psychology that so many of our students have.

Q. *In a recent letter to the Editor of the* Campus *a student who is not a Psychology major commented that the Psychology Department seems to be "instilling a greater curiosity and enthusiasm in their majors." Do you think it is your course program that is most influential in this?*

A. The reasons for our students' attitudes are assuredly not simple. And certainly the students themselves deserve a large part of the credit. It was once said about Sir Charles Sherrington that he "seemed quite sincere in the expectation that each student would teach him something, sometime." Perhaps some of our students' enthusiasm arises from their recognition that there is much they can teach us. This is as it should be in any field whose knowledge is empirical. Indeed it is our hope that where we are ignorant they will know . . . if not now, at least sometime.

MIDDLEBURY'S LONG-TIME FACULTY

(Continued from page 8)

throughout Vermont participate in the State's educational television program as part of their regular school curriculum.

Professor Carter was appointed a member of the Vermont Commission on Educational Television and continues to serve on this commission. He is also director and president of the Bennington Composers Conference and Chamber Music Center which was founded at Middlebury by Professor Carter in 1945, and for the past eleven summers has been meeting in Bennington, Vt. During World War II he served in the Army for two years as a music officer with the rank of captain.

SPORTS

By Sabin C. Streeter, '63

FOOTBALL AND SOCCER experienced very successful seasons in the early months of the current academic year. Expecting "rebuilding years" in both football and soccer, Middlebury coaches, players and students were delighted with the Panthers' winning seasons in these two fall sports.

The loss of Co-Captains Gordon Van Nes and Jim Shattuck plus starters Andy Ferrentino, Pete Steinle, and Gil Owren through graduation, left Coach Walter "Duke" Nelson with the expectation of no more than a couple of wins in pre-season expectations.

The football Panthers surprised everyone by compiling a fine 5–2 won-loss record and winning the Vermont State Championship. By doing so, Middlebury kept intact its record of winning or tying for the championship during the past seven years.

Defense was the strongest aspect of the 1962 Panthers. Anchoring the line that allowed only six touchdowns throughout the season, was Co-Captain end Al Ross. Fierce on defense, Ross was Middlebury's leading pass receiver with 11 receptions for 156 yards. Ross was named to the All-Vermont first team for the third time, and completed his collegiate career by being awarded the Texaco trophy signifying the most valuable football player in Vermont.

The rest of the sturdy front wall included five members of the first two teams in All-Vermont balloting. Returnee Gil Stanley manned the right end position well enough to be named to the second team. Junior center Dick Rapp, and underclassmen tackles Dave Giddings and Terry Fletcher attained similar honors. Guard Pete Kullberg was a unanimous first team selection—a just recognition for four strong years of Middlebury football. Other linemen who saw much action during the season were tackles Jim Doane and Francis Love, and guards Roy Crocker and Co-Captain elect for 1963 Don Elmore.

Co-Captain Craig Stewart directed the Panther offensive unit so effectively that Middlebury outscored its opponents 145–34. Stewart completed 45% of his forward passing attempts, scored 24 points, and did a majority of Middlebury's punting.

Wingback in Coach Nelson's Wing-T offensive was Dave Holmes. Leading Middlebury in yards rushing with 422, and scoring with 42 points, while being the second most productive pass receiver, Holmes was a first team All-Vermont selection. His ability and determination were recognized at the season's end when he was elected Co-Captain for next year's eleven.

Fullback Paul Fava blocked and ran powerful enough to join Stewart and Holmes on the Vermont All-Star team. The right halfback position was manned primarily by versatile sophomore Al Reilly. Other backs gaining much game experience during the year were sophomores Larry Leahy, Jim Hunt, and John Kingman.

With wins over Wesleyan 26–0, WPI 27–0, RPI 48–6, Norwich 24–0, and Vermont 14–6 in a "rebuilding" year, Coach Nelson has many justified high hopes for the future. If normal improvement sets in, the eight returning starters could easily erase the 10–0, and 12–6 back-to-back midseason defeats at the hands of Williams and Bates.

THE scene on the soccer field was equally as rewarding. A record of five wins and two losses compiled by Coach Joe Morrone's team was better than even the most optimistic person dared to predict in September.

The loss by graduation of Capt. Dennis Williams at fullback, Pete Johnson in the goal, Ralph Ellis at halfback, and Pete Askin and George Rubbottom on the forward line, left this year's team thin on experienced players.

Defense was once again the trademark of the soccer team. Goalie Larry Ring played outstandingly all season. Allowing only 13 goals in eight games, Ring distinguished himself as one of the "stingiest tenders" in recent years. Protecting him ably were fullbacks Max McCormack and Jed Maker. McCormack played so well that he was awarded the *Jerome Detmer Memorial Trophy* for the most improved player on the team.

The halfback line was probably the strongest element on the team. Co-captains Davis Van Winkle and Dick Floyd, plus Stu Campbell and Co-captain-elect Mike Heany played superb soccer all season. Van Winkle made the All-New England squad for the third time, and won the *Dr. Miner Award* for the most valuable member of the team.

Up front Coach Morrone experimented with an "M" formation with much success. All-New England wings Jeff Baldwin and Keith Van Winkle ranked with the best in the East. Van Winkle led the team in scoring with eight points, while Baldwin ranked third in team scoring. At the inside positions were Carl Young, Jeff Joseph, Steve Brown, and Dick Ide. Although only Young, who led the team in goals scored, was consistently effective, much needed experience was gained for future seasons by this group of forwards.

With a fine crop of freshmen being looked to next season, Coach Morrone can justifiably look forward to a possible repeat performance of 1961's 7–2–1 brilliant record.

AS THE CURTAIN rises on the 1963 winter sports season, indications are for productive seasons in both hockey and skiing, and possible improvement on the basketball court.

With the loss of only Charles Gately, goalie, and Pete McLagan, defenseman, from last year's hockey team which had a 11–9–2 record, Coach Duke Nelson feels that the potential of this winter's hockey team is above average.

John Weekes captains the hockey team from his right defense position. His all-around fine play during the past two seasons makes him a prime target for All-East honors this winter. The rest of the defense will be manned by inexperienced men. Goalie Bill Brian enters his senior year with little game experience, but has been with the Panther sextet for the past two campaigns. Sophomores Jobi Stevens and Larry Leahy will alternate at the left defense position with frequent aid from veteran Jim McKeown.

Dates Fryberger, national goal scoring champion with 56 tallies a year ago, leads what promises to be one of the most explosive offenses in Middlebury history. Flanking him on the first line will be lettermen Rick Coy and John Flynn. The second line of Barry White, Roger Lewandowski, and Ed Germond could be one of the best balanced lines in the East. Coach Nelson has the material to skate three lines for the first time in many years this season. Junior letterman Mike Devlin will center the third line, and be surrounded by sophomores Fred Stetson, and Dave Jenson.

THE OUTLOOK for Coach Bobo Sheehan's Panther skiers is unlimited in potential. With the return of FIS team member John Bower and John Clough, plus the addition of Olympian Gordie Eaton things at this writing look bright for the ski team. Graduation took only Capt. Spence Jackson and jumper John Sinclair. These facts all point depth to support some of the finest college skiers in the nation.

Capt. Dave Hanscom will lead the 1962–63 Panthers in quest of the Eastern Championship and possible national honors in March in Utah. Bower, leaving momentarily for Austria to sharpen his already superlative Nordic skills, will combine with Hanscom to form an (*Please turn to page* 11)

News of the COLLEGE

Name New Swimming Pool In Honor of Arthur M. Brown

THE COLLEGE's new swimming pool has been named the Arthur M. Brown Pool in honor of Professor Emeritus Brown who retired as Director of Athletics after serving as a member of the Middlebury Faculty for thirty-seven years.

Generations of Middlebury Alumni remember the kind and wise guidance of "Coach Brown" through the years.

Professor Reginald L. Cook, '24, captain of the track team in his senior year, five-event man during his four years with the Middlebury track team, and a member of the faculty since 1929, commenting on Coach Brown's influence on the student body said:

"Coach Brown represents to me the best that Middlebury College has always offered its students on-and-off its athletic fields, in confidence-giving friendship, in fair-mindedness in competition, and in a humane attitude towards sports. His first interest was always in the man within the athlete, and the athlete responded by wanting to perform well for the man within the coach.

"One of the finest experiences in my life in-and-out of Middlebury has been knowing Coach Brown."

Born in Troy, N.Y., in 1884, Coach Brown grew up in the same neighborhood with Professor Emeritus Phelps N. Sweet, a life long friend. After graduating from Williams College in 1907, he coached football at Drake University before coming to Middlebury in 1918 as football coach.

An outstanding athlete and scholar at Williams College, Professor Brown coached football for a number of years until Dave Morey took over this assignment. In later years he returned to football coaching from time to time. Coach Brown became Director of Athletics in 1926, but continued to coach track and cross country through the years turning out many outstanding runners and field event men.

Reminiscing at his home in Sarasota, Florida, on the highlights of his years at Middlebury, Coach Brown said:

"There have been many outstanding events during my years at the College. I recall particularly the announcement by President Stratton on April 3, 1943 that the United States Government would establish a V-12 Navy unit of 500 men at the College. As this came at a time when the men's enrollment had reached an all time low of about thirty, it was indeed most welcome, for it assured the continued existence of the men's college.

"It would be most difficult for me to single out any particular game or games as most outstanding for there have been many dramatic moments. I prefer to think of the calibre of the men who have played in those games and the wonderful associations I have had with them. For me, this has been the most satisfying experience of all."

1963 Alumni Dinner Schedule

Parents are always welcome at Alumni Dinners. For details contact local chairman or write to: Walter E. Brooker, Old Chapel, Middlebury, Vt.

Area	Place	Date	Chairman
New Jersey	Maplewood Country Club	March 8	William Weier, '33
Worcester	Fairbrook Country Club, Holden	April 2	William Trask, '52
Washington	Ft. McNair Officers Club	April 3	Fenwick Buffum, '33
Providence	Ekroth's, Warwick	April 4	Robert Wilson, '50
Philadelphia	Tentative	April 4	Richard Thayer, '52
Boston	M.I.T. Faculty Club	April 5	John Kirk, '39
Long Island	South Shore Inn, Rockville Centre	April 5	Randall Hoffmann, '37
Springfield, Mass.	The Gables, S. Deerfield	April 6	Harold Wyman, '40
Syracuse	University Club	April 17	Crandall Melvin, '49
Buffalo	Cathay Garden, Kenmore, N. Y.	April 18	Linwood Law, '21
Rochester	University Club	April 19	Wendell Smith, '53
Southern Conn.	Hotel Pickwick Arms, Greenwich	May 2	Walter Paterson, '50
Northern Conn.	Waverly Inn, Cheshire	May 3	Randolph Erskine, '34
Burlington	Cupola Motel	May 7	Henry Caswell, '49
Claremont, N.H.	Kings Arrow Inn	May 9	Charles Puksta, '49

Time and other details about dinners will be furnished directly by the chairman of the committee in charge of each Alumni Dinner.

Arrangements for Dinners in Chicago, Cleveland, and Detroit are still tentative.

SPORTS

(Continued from page 10)

awesome duo in cross-country and jumping. The return of Pete Swallow gives the Nordic team another outstanding man. Rounding out this segment of the ski team will be Ed Hixson in cross-country, and Earle Morse off the jump.

Eaton and Clough will combine their talents on downhill and slalom courses to form a pair that will be tough to beat. Lettermen Steve Adams and Hank Tauber may add just enough poise and experience to allow Middlebury to win most Alpine events.

It is too early to tell, but, barring injuries, Bobo Sheehan's skiers may have just enough talent and desire to eke out an Eastern Championship and then capture the national title of collegiate skiing.

THE BASKETBALL picture is not greatly improved over last winter when Middlebury had a poor season. Co-Captains Craig Stewart and Walter Lucas head up this year's quintet. It is hoped that hustle and desire will make up for the general lack of height that prevails.

Coach Erkki "Stub" Mackey lost only Capt. Bill Jackson and reserve Larry Geller through graduation, but the remaining personnel still needs much improvement to win consistently. Stewart averaged nearly 20 points per game last winter, but is the only Panther capable of scoring with any consistency.

Lucas and Dick Maine possess more than adequate playmaking ability in the backcourt. Center Pete Karlson at 6'3" and 6'4" forward Bob Royer must perform well up front if this quintet is to achieve some victories.

Newcomers Reid Johnson, Dick Ide, and John Zawistowski add some of the needed depth, but from all indications the three losses to date are not out of character with the overall potential of the 1962–63 basketball team.